



## MIDWAY ELEMENTARY

1892 Highway 1 North  
Cassatt, SC 29032

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	367 Students	
<b>Principal</b>	Jewell R. Stanley	803-432-6122
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

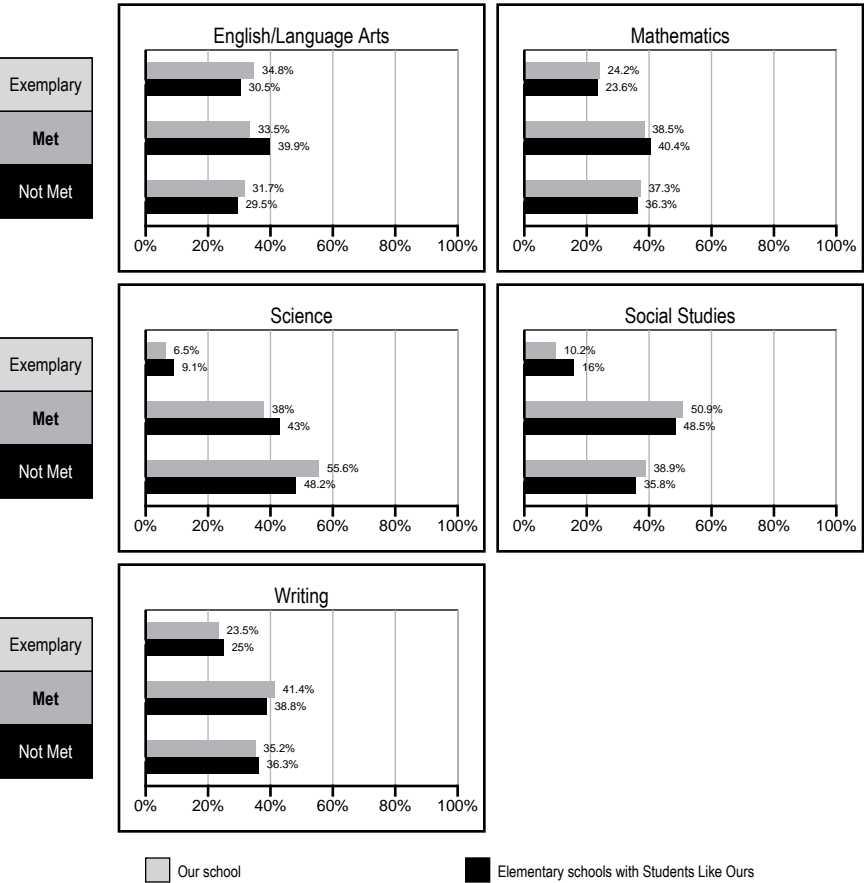
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	7	98	28	7

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=367)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	No Change	1.6%	1.2%
Attendance rate	96.4%	Up from 96.1%	95.8%	96.1%
Eligible for gifted and talented	12.4%	Up from 8.7%	7.0%	11.7%
With disabilities other than speech	8.5%	Down from 9.8%	8.8%	8.0%
Older than usual for grade	0.0%	Down from 0.7%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	53.8%	Up from 53.6%	58.0%	60.5%
Continuing contract teachers	92.3%	Up from 82.1%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 85.1%	85.0%	87.0%
Teacher attendance rate	95.5%	Down from 96.3%	95.2%	95.4%
Average teacher salary*	\$51,532	Up 0.3%	\$46,050	\$47,288
Professional development days/teacher	10.3 days	Down from 18.5 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.4 to 1	18.4 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 91.0%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,838	Up 10.2%	\$7,870	\$7,548
Percent of expenditures for instruction**	69.5%	Down from 71.0%	68.0%	68.7%
Percent of expenditures for teacher salaries**	65.6%	No Change	64.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents, and community. The mission of Midway Elementary School, in partnership with the home and the community, is to develop each individual's uniqueness and to prepare confident, technologically proficient, lifelong learners by providing challenging, innovative, educational experiences in a safe environment.

The teachers were tasked with increasing student literacy and mathematical skills. Students' needs were determined through data such as MAP (Measures of Academic Progress) scores, which gave a measure of where the students were working in math and reading skills. Each student's progress was monitored through our school-wide Academic Learning Plans (ALP). These plans were developed using DIBELS and MAP scores. Teachers met with the principal and curriculum coach monthly to review and monitor the ALPs. Students who needed additional support were offered SOAR to Success and Early Success Programs. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grades while Early Success focuses on phonemic awareness and comprehension for students in first and second grades. Small math focus groups were also developed based on MAP scores. These children met three times a week for forty-five minutes to receive specialized help based on their needs. In addition, students who needed remediation or enrichment in math were offered "Early Bird" tutoring sessions three days a week for sixteen weeks.

Our faculty and staff continue to grow as lifelong learners through various professional development opportunities; doing so helps to create innovative and challenging classrooms. As we strived to improve students' language arts skills, our teachers completed a book study on 6+1 Traits of Writing. Each grade level also continued to use FOSS Science Kits as a part of its science instruction.

Our school completed its second year of Positive Behavioral Interventions and Support (PBIS), a school-wide discipline approach. Representatives from each grade level/area combined all of the behavior expectations to create a school-wide behavior plan. Students were able to earn rewards based on their positive behavior. As a result, we continued to reduce the number of office referrals by more than sixty-five percent over the past two years.

Our parents are encouraged to visit our school and conference regularly with teachers. Examples of family involvement activities include Back to School Night, Family Literacy, Math and Science Nights, Grandparents Luncheons, Donuts for Dads, Muffins for Moms, and Author's Teas.

Jewell Stanley, Principal  
Shannon LaPierre, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	53	26
Percent satisfied with learning environment	82.4%	94.2%	88.5%
Percent satisfied with social and physical environment	100.0%	94.3%	84.6%
Percent satisfied with school-home relations	70.6%	88.7%	96.2%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	169	100	31.7	33.5	34.8	81.4	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	88	100	35.4	31.7	32.9	80.5	83.5	80.1	N/A	N/A
Female	81	100	27.8	35.4	36.7	82.3	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	26.2	38.8	35	82.5	89.7	89.6	Yes	Yes
African American	47	100	45.5	27.3	27.3	79.5	77	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	68.8	25	6.3	43.8	52.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	135	100	33.3	33.3	33.3	79.5	79.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	169	100	37.3	38.5	24.2	73.9	82.5	80.4	Yes	Yes
<b>Gender</b>										
Male	88	100	39	36.6	24.4	68.3	80.5	78.4	N/A	N/A
Female	81	100	35.4	40.5	24.1	79.7	84.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	33	40.8	26.2	76.7	87.2	87.8	Yes	Yes
African American	47	100	50	36.4	13.6	65.9	71.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	78.1	15.6	6.3	34.4	48.3	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	77.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	135	100	41.7	35.6	22.7	71.2	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	113	100	55.6	38	6.5	44.4	69.5	67.3
<b>Gender</b>								
Male	56	100	48.1	40.4	11.5	51.9	69.4	66.9
Female	57	100	62.5	35.7	1.8	37.5	69.6	67.7
<b>Racial/Ethnic Group</b>								
White	74	100	47.2	44.4	8.3	52.8	78.1	79.6
African American	29	100	74.1	22.2	3.7	25.9	50.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	57.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	23	100	82.6	13	4.3	17.4	34.6	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	50.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	88	100	60.9	33.3	5.7	39.1	57.6	55.4

<b>Social Studies</b>								
All Students	114	100	38.9	50.9	10.2	61.1	73.9	70.9
<b>Gender</b>								
Male	56	100	50	40.4	9.6	50	74.2	70.1
Female	58	100	28.6	60.7	10.7	71.4	73.6	71.7
<b>Racial/Ethnic Group</b>								
White	69	100	37.3	53.7	9	62.7	79.3	79.2
African American	35	100	53.1	34.4	12.5	46.9	61.2	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	22	100	N/A	N/A	N/A	27.3	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	90	100	42	50	8	58	64.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	166	99.4	34.8	41.6	23.6	65.2	76.2	72.1	96.4	95.5
Gender										
Male	87	98.9	46.3	34.1	19.5	53.7	69.6	65.2	96.5	95.4
Female	79	100	22.8	49.4	27.8	77.2	83.2	79.2	96.2	95.6
Racial/Ethnic Group										
White	102	99	32.7	40.6	26.7	67.3	81	80.8	96	95.2
African American	47	100	40	46.7	13.3	60	65	59.7	96.8	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.1	87	97.7	96.4
Hispanic	11	100	I/S	I/S	I/S	I/S	72.8	64.6	97.4	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	88.6
Disability Status										
Disabled	32	96.9	N/AV	N/AV	N/AV	16.1	28.9	27.7	96.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	67.5	63.7	97.6	96.5
Socio-Economic Status										
Subsidized meals	136	99.3	37.1	40.2	22.7	62.9	66.9	61.9	96.6	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	98.4	33.3	31.5	35.2	66.7
	4	58	100	30.2	45.3	24.5	69.8
	5	63	100	25	58.9	16.1	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	28	36	36	72
	4	58	100	41.8	27.3	30.9	58.2
	5	60	100	25	37.5	37.5	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	62	100	56.4	25.5	18.2	43.6
	4	58	100	35.8	45.3	18.9	64.2
	5	63	100	51.8	41.1	7.1	48.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	30	40	30	70
	4	58	100	41.8	32.7	25.5	58.2
	5	60	100	39.3	42.9	17.9	60.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	51.9	33.3	14.8	48.1
	4	58	100	39.6	54.7	5.7	60.4
	5	32	100	63.3	33.3	3.3	36.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	26	100	52	32	16	48
	4	58	100	56.4	41.8	1.8	43.6
	5	29	100	57.1	35.7	7.1	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	32	96.9	32.1	35.7	32.1	67.9
	4	58	100	24.5	64.2	11.3	75.5
	5	31	100	69.2	26.9	3.8	30.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	25	100	52	40	8	48
	4	58	100	32.7	56.4	10.9	67.3
	5	31	100	39.3	50	10.7	60.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	59	98.3	42.6	27.8	29.6	57.4
	4	57	98.3	43.4	41.5	15.1	56.6
	5	62	100	56.1	21.1	22.8	43.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	100	50	36	14	50
	4	56	98.2	33.3	44.4	22.2	66.7
	5	59	100	22.8	43.9	33.3	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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